

Written Communication Rubric

STUDENT: _____

EVALUATOR: _____ DATE: _____

CRITERIA	UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Performance)
Accessing/Using Information (15%)	<ul style="list-style-type: none"> Searches for information are random and inefficient Student is not selective about material used References are not properly cited Minimal information was gathered Students merely restate information rather than showing understanding <p>0 ----- 8 ----- 16</p>	<ul style="list-style-type: none"> Evidence exists that student followed a plan in researching Student can articulate why sources were credible or not References are cited appropriately Adequate information was gathered Analysis of material shows comprehension, not just a restatement of information <p>17 ----- 19 ----- 21</p>	<p>In addition to meeting the PROFICIENT criteria...</p> <ul style="list-style-type: none"> Student can explain and illustrate how the team conducted a comprehensive search procedure Extensive, relevant information was gathered <p>23 ----- 24 ----- 25</p>
Content (25%)	<ul style="list-style-type: none"> Information is sparse, contains gaps Students displays little ability to distinguish between main ideas and trivia Paper lacks focus Supporting detail is sparse or non-existent Information is inaccurate or irrelevant Paper shows little or no insight into topic <p>0 ----- 8 ----- 16</p>	<ul style="list-style-type: none"> Information is thorough, based on adequate research Paper focuses on response to the assignment; main ideas are clear Ideas are supported with adequate detail Information is minimally complete Some insight into the topic is gained by the reader <p>17 ----- 19 ----- 21</p>	<p>In addition to meeting the PROFICIENT criteria ...</p> <ul style="list-style-type: none"> Rich use of supporting detail may include relevant examples, connections to personal experience, and expansion on main ideas Content or paper shows reflection, analysis, and evaluation of topic The paper offers a unique perspective on the material <p>23 ----- 24 ----- 25</p>
Structure and Organization (20%)	<ul style="list-style-type: none"> Paper lacks organization and evidence of a plan Introduction and conclusion may be limited or missing Paper wanders off topic or does not address the topic Transitions are lacking Pacing is off – either too slow or too hasty <p>0 ----- 8 ----- 16</p>	<ul style="list-style-type: none"> Main ideas are easily identified Paper moves easily from one idea to another; a plan of organization is evident Introduction and conclusion are included Paper maintains focus with only occasional digression Transitions are sometimes used to help the reader move more easily from one idea to the next Pacing is generally well-controlled <p>17 ----- 19 ----- 21</p>	<p>In addition to meeting the PROFICIENT criteria ...</p> <ul style="list-style-type: none"> Effective transitions are used to move from one section to another An inviting introduction draws the reader in A thoughtful conclusion gives the paper a sense of logical closure Paper remains strongly focused on topic; it is easy for the reader to follow <p>23 ----- 24 ----- 25</p>
Language and Conventions (25%)	<ul style="list-style-type: none"> Language and sentence structure are weak Paper contains many errors in grammar, spelling, or punctuation Student stumbles over meanings of content-specific words; may include words despite being unsure of definitions or use words inappropriately Most sentences have a ‘sameness’ in pattern Tone and language is inappropriate for intended audience Language is dull, non-specific and unimaginative Work is cut and pasted from other sources <p>0 ----- 8 ----- 16</p>	<ul style="list-style-type: none"> Student uses appropriate terms to describe content Language is functional, but may lack energy or excitement Figurative language may be used, but may involve clichés Paper follows the conventions and mechanics of English, with few lapses A variety of sentence types is used The student makes few attempts to modify or enhance the language used; often the words are the first ones to come to mind Work is written in student’s own words <p>17 ----- 19 ----- 21</p>	<p>In addition to meeting the PROFICIENT criteria ...</p> <ul style="list-style-type: none"> Vivid, engaging language draws the reader in and makes him/her want to read more Few or no errors in grammar, spelling or punctuation The author’s voice and personal style shine through The author takes a risk in exposing personal feelings Obvious care has been taken to select exactly the right words <p>23 ----- 24 ----- 25</p>
Features (15%)	<ul style="list-style-type: none"> Photos and other features may have little connection to topic The features are sloppy, or difficult to read Overuse of fonts and effects distracts from features Margins are erratic or non-existent; spacing is inconsistent <p>0 ----- 8 ----- 16</p>	<ul style="list-style-type: none"> Photos and other features are used to illustrate key points Features are neat; they are easy to read and understand Features remain uncluttered by too many fonts and sizes Bullet points and other organizational markers help the reader navigate the feature <p>17 ----- 19 ----- 21</p>	<p>In addition to meeting the PROFICIENT criteria...</p> <ul style="list-style-type: none"> Features illuminate a topic in a new way Features are visually pleasing and reflect thoughtful planning and consistency The student strikes a balance between text, pictures and the surrounding spacing <p>23 ----- 24 ----- 25</p>

COMMENTS: